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ABSTRACT

By surveying 529 fifth grade students in eleven Minneapolis schools and 260 senior citizens in nine senior citizens' clubs, this study attempted to answer three questions: (1) How do children feel about senior citizens? (2) How do older people feel about children? and (3) Do they have accurate perceptions of each other? This group of senior citizens and fifth graders had very favorable views of themselves and the other age group. Senior citizens had a somewhat more favorable view of senior citizens than they did of children and the children also held more favorable views of senior citizens than they did of children their own age. Many seniors were unaware of the considerable interest they shared with students in hobbies and other creative pursuits. Other findings are discussed. A questionnaire for fifth graders and one for senior citizens are appended. (BW)

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# MINNEAPOLIS PUBLIC SCHOOLS

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## Attitudes of Minneapolis Elementary School Students and Senior Citizens Toward Each Other

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Ideas expressed in this report do not necessarily reflect the official position of the Minneapolis Public School Administration nor the Minneapolis School Board.

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March 1977
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**MINNEAPOLIS PUBLIC SCHOOLS**

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# ATTITUDES OF MINNEAPOLIS ELEMENTARY SCHOOL STUDENTS AND SENIOR CITIZENS TOWARD EACH OTHER

## SUMMARY


See Page

*How do children feel about senior citizens? How do older people feel about children? Do they have accurate perceptions of each other?*

This study attempted to answer these questions by surveying 529 fifth grade students in 11 Minneapolis schools and 260 senior citizens in 9 senior citizens' clubs. Six of the clubs met in schools attended by the fifth graders, and in three of these six schools, senior citizens were actively engaged in programs with the children. 1-5

It was assumed that students and seniors in schools with joint programs would have more contact (High Contact) and more favorable attitudes toward each other than would students and seniors in schools which had no such programs (Moderate Contact). It was also assumed that children in schools without senior citizens clubs (33 of the Districts' schools had such clubs in 1976) and that senior citizens who belonged to clubs not housed in the schools would have the fewest intergenerational contacts and the least favorable attitudes (Low Contact).

These assumptions were not supported by the questionnaire results. Not only were attitudes basically the same across the High, Moderate, and Low Contact groups, but the respondents reported about the same amount of contact during school hours as well as outside school hours. 5-10, 22

Since the three groups involved (High, Moderate, and Low Contact groups) were selected for their similarity (mostly white, middle-income children and seniors) it is unlikely that the results are due to sampling variations. Contacts with grandparents or grandchildren, outside the schools, also did not appear to be an influential factor.

This particular group of senior citizens and fifth graders had very favorable views of themselves and of the other age group. Seniors had a somewhat more favorable view of seniors than they did of children and the children also held more favorable views of senior citizens than they did of children their own age. 9-13, 21

Each student and senior was asked to rate the time spent in each of 15 activities. Each respondent was then asked to rate the time spent by the other age group in the same activities.

Students reported spending the greatest amount of time going to school or studying; playing sports; watching TV; visiting or talking with friends; and participating in hobbies, art, music, and other creative activities. 13-16

Seniors reported the most involvement in visiting or talking with friends, reading, going to club or organization meetings, watching TV, and participating in hobbies and other creative activities.

Many seniors were unaware of the considerable interest they shared with students in hobbies and other creative pursuits. Seniors also were unaware of the fairly high involvement many students had in gardening and raising plants. 17-19, 24

Senior citizens tended to underestimate the amount of time that children said they devoted to family, helping others, sitting and thinking, working, and gardening. Children overestimated the amount of time that seniors reported spending on sitting and thinking, sleeping, doing nothing, working, gardening, or caring for their family.

This study was conducted by the Research and Evaluation Department of the Minneapolis Public Schools at the request of the Senior Citizen's Program of the Community Educational Services Department. 1

Recommendations for program improvement are given. 24


* * *


Paul Higgins
R. W. Faunce

Research and Evaluation Department
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March 1977

# TABLE OF CONTENTS


| | PAGE |
|---|---|
| LIST OF TABLES | iv |
| FIGURES | iv |
| ACKNOWLEDGMENTS | v |
| DESIGN AND IMPLEMENTATION OF THE STUDY | 1 |
| THE QUESTIONNAIRES | 2 |
| THE SAMPLE | 4 |
| RESULTS | 5 |
| INTERGENERATIONAL CONTACTS - A TEST OF THE BASIC ASSUMPTION | 5 |
| DO SENIOR CITIZENS LIKE CHILDREN? DO CHILDREN LIKE SENIOR CITIZENS? | 9 |
| HOW DO STUDENTS AND SENIOR CITIZENS SPEND THEIR TIME? | 13 |
| DO CHILDREN KNOW HOW SENIOR CITIZENS SPEND THEIR TIME? DO SENIORS KNOW ABOUT CHILDREN? | 16 |
| HOW DO CHILDREN DESCRIBE SENIOR CITIZENS? HOW DO SENIOR CITIZENS DESCRIBE CHILDREN? | 19 |
| DISCUSSION | 22 |
| INTERGENERATIONAL CONTACTS AND LIKING | 23 |
| LIMITATIONS OF THE SAMPLE | 23 |
| RECOMMENDATIONS | 24 |
| APPENDIXES | |
| A QUESTIONNAIRE FOR FIFTH GRADERS | 25 |
| B CORRELATIONS AMONG INTERGENERATIONAL CONTACT, INTERGENERATIONAL LIKING, AND AVERAGE FAVORABLENESS TOWARD OTHER AGE GROUP | 32 |

# LIST OF TABLES


| NUMBER | | PAGE |
|---|---|---|
| 1 | Amount of Contact With Senior Citizens During School Hours Reported by Students in Schools With Assumed Amounts of Intergenerational Contact. . . . | 6 |
| 2 | Amount of Contact With Children During School Hours Reported by Senior Citizens in Groups With Assumed Amounts of Intergenerational Contact. . . . . | 8 |
| 3 | Average Ratings of Intergenerational Contacts During School and Outside School Hours Made by Children and Senior Citizens in Various Groups With Assumed Amounts of Contact. . . . . | 10 |
| 4 | Liking for Own and Other Age Groups by Students and Senior Citizens. . . . . | 11 |
| 5 | How Do People Age 9 to 11 Spend Their Time? Estimates by Students (Age 9-11) and by Senior Citizens (Over age 60). . . . . | 14 |
| 6 | How Do People Over Age Sixty Spend Their Time? Estimates by Students (Age 9-11) and Senior Citizens (Over age 60). . . . . | 15 |
| 7 | Average (Mean) Ratings of Time Spent by Students and Senior Citizens on Various Activities as Estimated by Students (Age 9-11) and Senior Citizens (Over Age 60). | 18 |
| 8 | The First Three Words Elementary Students and Senior Citizens Thought of When They Thought About Their Own and the Other Age Group. . . . . | 20 |


# FIGURES


| | | |
|---|---|---|
| 1 | Mean Ratings Made By Each Group. . . . . | 12 |

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Gerald Bloedow, Executive Secretary of the Minnesota Governor's Citizens Council on Aging, and Jane Whiteside, Aging Program Manager, Metropolitan Council of the Twin Cities, offered valuable advice and encouragement as we started to plan this study.

Andrew Ahlgren, Associate Director for Precollege Development, University of Minnesota, made helpful suggestions concerning questionnaire design.

We express gratitude also to the students of the Minneapolis Schools and the members of the senior clubs for their time and cooperation in answering questionnaires.

# ATTITUDES OF MINNEAPOLIS ELEMENTARY SCHOOL STUDENTS AND SENIOR CITIZENS TOWARD EACH OTHER

*How do children feel about senior citizens? How do senior citizens feel about children? Do these two groups of people have accurate ideas of how the other group feels? These are the questions this study attempts to answer.*

At the request of the Minneapolis Public Schools Coordinator for Senior Citizens Programs, the district's Research and Evaluation Department studied attitudes of fifth graders and senior citizens in 1976. Information from this intergenerational attitude study was needed to help school personnel plan educational programs which would bring children and senior citizens into mutually beneficial contact.

In 1975-76, the Senior Citizens Program of the Minneapolis Public Schools served 1,600 seniors in 33 senior clubs throughout the city. Most of the clubs met in elementary schools; some met in Park Board Community Centers or in churches. Seniors were actively involved with children in some of the schools which hosted clubs, serving as tutors or resource persons. In other schools, the clubs were adult-oriented and had no formal contacts with the children. About half the schools in the city had no senior citizens clubs.

## DESIGN AND IMPLEMENTATION OF THE STUDY

This study compares intergenerational attitudes--that is, attitudes of senior citizens toward children and vice-versa--under three conditions. High Contact, between seniors and children, was presumed to have taken place in schools which hosted senior clubs and which had formal programs involving Seniors and children. Moderate Contact was presumed in schools which hosted senior clubs, but which had no formal program involving seniors and children. Low Contact, or no contact, was presumed in those schools without clubs and also in those clubs which did not meet in schools. Naturally, many contacts between children and older people take place outside the school setting. Information was gathered to control for these non-school contacts.

## THE QUESTIONNAIRES

In January and February 1976, students, in classroom-sized groups, completed questionnaires; seniors completed questionnaires during their regular club meetings. Two similar questionnaires were designed. Questionnaire A for fifth graders ("people aged 9 to 11") is shown in Appendix A. Questionnaire B, which was designed for senior citizens ("people over 60") is not reproduced since it was identical to Questionnaire A, except for phrases referring to the age group involved. Questionnaire B may be derived by substituting the words "people over age 60" for the words "people age 9 to 11" in questionnaire A.

Cassette recordings and overhead projector transparencies were used to provide standard instructions to each school or club group as they filled out their questionnaires.

The questionnaires focused on four aspects of intergenerational activity: general opinions, liking, perceptions of time spent on various activities, and amount of contact. Additional questions were asked on background characteristics, such as age.

### GENERAL OPINIONS

To tap general conceptions of the two age groups, respondents were asked to write the first three words they thought of when they thought about the other age group, and the first three words they thought of when they thought about people their own age. (See items 1 and 2, page 26.)

### LIKING

Respondents were asked direct questions about how much they liked people their own age, and people of the other age group (items 53 and 54).

Indirect questions of liking also were used. The people surveyed were asked to rate their own age group on each of seven personal characteristics important to a friendly or helpful relationship. In the tape-recorded instructions preceding each of these items, respondents were asked, for example, "People your own age--are they unfriendly or friendly?" Respondents then marked their answer on a 5-point scale. (See items 9-15.)

Respondents were asked to rate the other age group on the same characteristics or qualities listed in Items 9-15. For example, senior citizens were asked, "People age 9 to 11--are they understanding or not understanding?"

## TIME SPENT ON VARIOUS ACTIVITIES

Respondents were asked to indicate the amount of time they spent in each of 15 different activities, such as visiting or talking with friends; gardening or raising plants; watching television, caring for younger or older members of the family; working for pay; playing sports, such as swimming, golf, skating, baseball, or tennis; or "just doing nothing." Respondents marked one of four boxes to show how much time they spent in the activity: "A lot", "Some, but not a lot," "Hardly any time at all," or "Not sure." (See items 23-37.)

Respondents also indicated how much time they thought people of the other age group spent on each of the same 15 activities. For example, the heading on student Questionnaire A was, "How do you think people over age 60 spend their time?" (See items 38-52.)

These questions on perceptions of time spent in various activities were adapted, with only minor changes, from a recent Harris poll commissioned by the National Council on the Aging, Inc.[1]

## AMOUNT OF CONTACT

In accord with the original design, each school or club had been classified into a high, moderate or low contact condition, based on the expected degree of intergenerational contact within that school or club setting. However, respondents also were asked to report their own personal degree of contact with the other age group in the study (items 3-8). For example, senior respondents were asked how often they met and talked with people age 9 to 11, during school hours and outside of school hours. Senior respondents were also asked how many different people age 9 to 11 they met and talked with during school hours each month and outside of school hours each month. Finally, seniors were asked whether one of the people they met and talked with outside of school hours was their granddaughter or grandson.

The corresponding items for student respondents can easily be derived by substituting the words "people over age 60," "grandmother," and "grandfather" in the preceding paragraph.

## BACKGROUND CHARACTERISTICS

All respondents were asked to indicate their age and sex. Students, in addition, indicated their grade level.

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[1] Louis Harris and Associates, Inc., The Myth and Reality of Aging in America. Washington, D.C: The National Council on the Aging, Inc., 1975. Permission to use or adopt these items was granted by D. A. Quirk, Director of Public Policy, The National Council on the Aging, Inc., letter of December 15, 1975.

A final, open-ended question provided opportunity for people to "make any comments" they wished.

## THE SAMPLE

To insure that the student questionnaire would be completed by the age group for which it was intended, only 5th graders were selected as student respondents for this study. In schools with 4th-5th or 5th-6th combination classrooms, and in one ungraded school, the principal was asked to assemble groups of 5th graders. Nearly all student respondents (99%) said they were 5th graders, and 98% were within the 9-11 age range.

Half the senior citizens indicated they were 71 or over. Ninety-three percent indicated they were at least 60 years old and seven percent would not give their ages--even though all questionnaires were answered anonymously. One percent reported they were under age 60.

In short, with few exceptions, the respondents represented the age groups for which the questionnaires had been designed.

529 elementary students and 260 senior citizens in clubs completed questionnaires designed to tap intergenerational attitudes. Eleven Minneapolis public elementary schools and nine senior clubs were involved.

In the High Contact groups were 158 students from Armatage, Cooper, and Howe schools and 137 seniors from clubs in those schools. The Moderate Contact condition was represented by 171 students and 59 seniors from Hiawatha, Lowry, and Kenny schools. Low Contact included 200 students from Audubon, Keewaydin, Minnehaha, Wenonah and Windom schools and 64 seniors from Burroughs, Lyndale, and Prescott neighborhood clubs.

The schools and senior clubs in this study all drew from neighborhoods which were economically somewhat above the city average. None of the schools, for example, was eligible for federal assistance to educationally deprived students under Title I of the Elementary and Secondary Education Act. The percentage of minority students in the fifth grade of the study schools ranged from 0% to 14%, averaging about 4-5%. Thus, the minority percentage was considerably lower in the study schools than in the total district, where the fifth grade minority percentage was 21%.

Most of the seniors were female (74%) although 9% did not indicate

their sex on the questionnaires. A majority of students also were female, but the split was quite close, 51% to 48%, with one percent not indicating their sex.

A racial "census" was not available for the senior citizens, but relatively few minority seniors appeared to be present when questionnaires were distributed. It is probable that the racial composition of the senior citizen's sample was similar to that of the neighborhoods from which they came and that fewer than 4% were from minority ethnic groups.

In summary, the student sample consisted of 529 fifth grade students attending middle class schools in Minneapolis in 1976. About half were male; half female. Nearly all were 10 or 11 years old and white students were disproportionally represented.

The 260 senior citizens were predominantly white females involved in senior citizens clubs in "middle-class" neighborhoods. Their median age was 71.

Thus, there was about sixty years difference, on the average, between the children and the senior citizens involved in this study.

# RESULTS

## INTERGENERATIONAL CONTACTS - A TEST OF THE BASIC ASSUMPTION

It was assumed that children and seniors in schools with senior clubs and formal programs (High Contact groups) would have more contact than children and seniors in schools with clubs, but no formal programs, (Moderate Contact) and that they, in turn, would have more contact than children in schools without senior clubs or seniors without clubs in a school (Low Contact). It didn't work out that way. For all practical purposes, intergenerational contacts in High, Moderate, and Low Contact groups were about the same.

Table 1 shows the amount of contact with senior citizens during school hours reported by students in High, Moderate, and Low Contact schools. Although students in High Contact schools reported more contact with seniors than students in Moderate Contact schools, so did students in Low Contact schools.

Table 1

Amount of Contact With Senior Citizens During School Hours Reported by Students in Schools With Assumed Amounts of Intergenerational Contact

| Assumed Amount of Contact | No. of Students | Amount of Contact Reported | | | | | All Ratings | Average Rating |
|---|---|---|---|---|---|---|---|---|
| | | 1 Never | 2 Once a Year | 3 Once a Month | 4 Once a Week | 5 Every Day | | |
| High | 158 | 18% | 19% | 27% | 23% | 13% | 100% | 2.9 |
| Moderate | 169 | 33 | 18 | 22 | 17 | 11 | 100 | 2.6 |
| Low | 200 | 21 | 20 | 19 | 28 | 13 | 100 | 2.9 |
| All Contact Groups | 527 | 24 | 19 | 22 | 23 | 12 | 100 | 2.8 |

Table 2 shows contacts with youth reported by senior citizens. Amount of contact reported by seniors in the presumed High, Moderate and Low Contact situations was essentially the same.[2]

Results for contacts outside of school hours were similar. Table 3 shows average ratings for contacts during school and outside school made by students and seniors.

In summary, the original research design assumed that respondents from specific schools and senior clubs had different degrees of contact. Within each age group, however, there was little difference among the expected contact conditions in self-reported intergenerational contact. This unexpected disparity between expected and self-reported contacts caused us to drop, for now, further comparisons across the three contact groups. The possibility exists, however, that self-reports did not accurately reflect actual intergenerational contacts.

## FREQUENCY OF CONTACTS

Students apparently had more contact during school hours with senior citizens than senior citizens in clubs had with children.

Table 1 shows that students reported meeting and talking with people over age 60 during school hours almost "once a month," on the average. About one-fourth of the students said they "never" met and talked with senior citizens in school. Senior citizens reported in-school contacts somewhat less frequently (see Table 2). On the average, seniors said they met and talked during school hours with people age 9 to 11 more than "once a year" but less than "once a month." Nearly half of the seniors, however, said they "never" had contact during school hours with 9-11 year-old students.

The explanation for the greater intergenerational contact reported by students than by seniors in clubs may lie in the fact that students had opportunities to relate during school hours to teachers and other school staff over age 60 (or at least to staff that students assumed were over 60). It is also possible that a large number of students met with a relatively small number of senior citizens.

---

[2]Conclusions are based on chi-square and correlational analyses. The intercorrelation matrix is shown in Appendix B, page 32.

Table 2

Amount of Contact With Children During School Hours
Reported by Senior Citizens in Groups With
Assumed Amounts of Intergenerational Contact

| Assumed Amount of Contact | No. of Senior Citizens | Amount of Contact Reported | | | | | All Ratings | Average Rating |
|---|---|---|---|---|---|---|---|---|
| | | 1 Never | 2 Once a Year | 3 Once a Month | 4 Once a Week | 5 Every Day | | |
| High | 133 | 48% | 10% | 13% | 24% | 5% | 100% | 2.3 |
| Moderate | 50 | 52 | 6 | 16 | 20 | 6 | 100 | 2.2 |
| Low | 64 | 45 | 17 | 13 | 19 | 6 | 100 | 2.2 |
| All Contact Groups | 247 | 48 | 11 | 13 | 22 | 6 | 100 | 2.3 |

Students and senior citizens alike reported more contact outside school hours than during school hours. Again, students reported somewhat more out-of-school contact with senior citizens than senior citizens in clubs reported with students. (See Table 3).

### CONTACTS WITH GRANDPARENTS OR GRANDCHILDREN

For over half (56%) of the student respondents, a grandmother or grandfather was one of the people they met and talked with outside school hours.

About 4 of every 100 students respondents lived in the same house or apartment with a grandparent. Among senior citizens in clubs, fewer than half (43%) reported talking with a grandchild outside school hours and only 2% of these seniors live in the same house or apartment with their grandchild(ren).

## DO SENIOR CITIZENS LIKE CHILDREN? DO CHILDREN LIKE SENIOR CITIZENS?

This section reports measures of liking made by senior citizens for children and for people their own age. Children's liking for senior citizens and for children their own age is also reported.

Students and seniors rated the other age group on a direct measure of liking, and on each of seven personal characteristics important to a friendly or helpful relationship. Students and seniors alike showed a high regard for their own age group and for the other age group, with a slight edge going to their own age group.

About four of five respondents in each age group said they liked people their own age "a lot," the highest rating possible on this item. About three of five respondents in each age group said they liked those in the other age group "a lot." (See Table 4).

Students and seniors consistently gave higher ratings to people over age 60 than to people age 9 to 11 on seven characteristics that may be said to define a friendly, helpful relationship. These characteristics were friendliness, helpfulness, trust, understanding, pleasantness, intelligence and importance.

Figure 1 shows the average favorableness rating given to senior citizens and students on the 1 to 5 scale by each respondent group. The average favorableness rating given to students by each group was 4.0, about one-half a point lower than the average rating of 4.5 given to senior citizens by each group.

Table 3

Average Ratings of Intergenerational Contacts During School and Outside School Hours Made by Children and Senior Citizens in Various Groups With Assumed Amounts of Contact

| Assumed Amount of Contact | Seniors | | Children | |
|---|---|---|---|---|
| | During School | Outside School | During School | Outside School |
| High | 2.3 | 3.4 | 2.9 | 3.8 |
| Moderate | 2.2 | 3.2 | 2.6 | 3.8 |
| Low | 2.2 | 3.2 | 2.9 | 3.9 |
| All Groups | 2.3 | 3.3 | 2.8 | 3.8 |

Note: Rating scale of 1 to 5, with 1=No contact and 5=Contact every day, or nearly everyday.

Table 4

Liking for Own and Other Age Groups
by Students and Senior Citizens

| Item | Group | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | Students (age 9 to 11) | | | | | | Senior Citizens (over age 60) | | | | | |
| | | Ratings | | | | | | Ratings | | | | |
| | No. | 1= Not at all % | 2= Very little % | 3= Some-what % | 4= A lot % | Average Rating | No. | 1= Not at all % | 2= Very little % | 3= Some-what % | 4= A lot % | Average Rating |
| Own age group | | | | | | | | | | | | |
| "I like people my own age--" | 527 | a | 1 | 21 | 78 | 3.8 | 251 | a | 1 | 18 | 81 | 3.8 |
| Other age group | | | | | | | | | | | | |
| "I like people over age 60--" (student questionnaire) or "I like people 9 to 11--" (senior questionnaire) | 527 | a | 4 | 32 | 64 | 3.6 | 246 | 2 | 4 | 39 | 56 | 3.5 |

[a]Less than 1%.

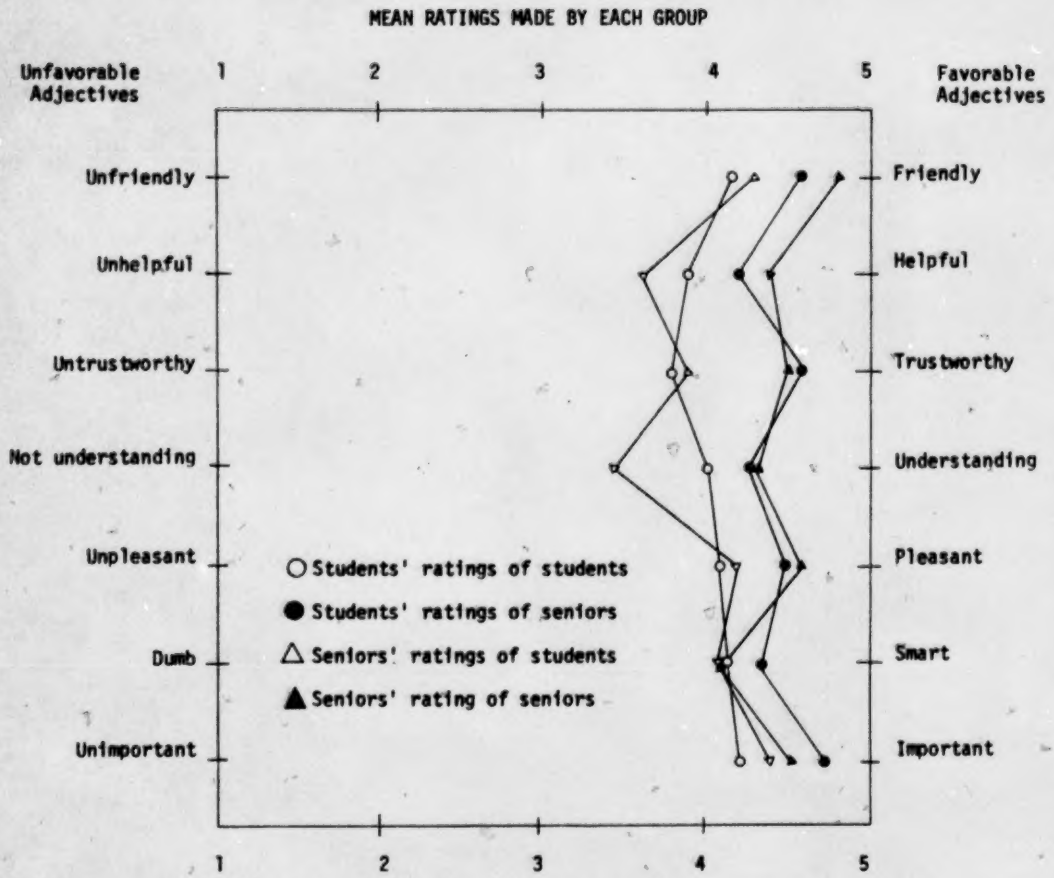


Figure 1. Students' (age 9 to 11) and senior citizens'(over age 60) ratings of their own and the other age group on seven characteristics important to a friendly or helping relationship. (On original questionnaire, bipolar adjective scales were ordered as in this figure, but for half of the scales, the favorable adjective was on the left. At least 525 students and 230 seniors completed each rating.)

Also, on each characteristic taken separately, seniors were rated more favorably than students by each respondent group. The only exception occurred when senior citizens gave themselves the same rating as students on the characteristic, "dumb-smart." Mean ratings given to seniors ranged from 4.1 to 4.8; mean ratings given to students ranged from 3.4 to 4.4.

The agreement between students and seniors in rating the same age group on the same characteristic was high; rarely did the mean ratings differ by more than .2 on the 5-point scale range. The largest discrepancy occurred between the ratings given to people age 9 to 11 on the characteristic "not understanding-understanding." Seniors saw students as less understanding (mean rating=3.4) than students saw themselves (4.0). Seniors also rated students as less helpful (3.6) than did students (3.9).

Senior citizens rated themselves most favorably on friendliness and least favorably (but still quite favorable) on intelligence. Students rated seniors most favorably on importance and least favorably (but still quite favorable) on helpfulness.

Students rated themselves most favorably on friendliness and importance. They rated themselves least favorably on helpfulness. Seniors rated students most favorably on importance and least favorably on understanding.

In summary: it appears that this particular group of senior citizens and fifth graders had very favorable views of themselves and of the other age group. Senior citizens had a somehwat more favorable view of seniors than they did of children and the children also held more favorable views of seniors than they did of children their age.

## HOW DO STUDENTS AND SENIOR CITIZENS SPEND THEIR TIME?

Students and senior citizens were asked to rate time spent in each of 15 activities. Each respondent was then asked to rate the time spent by the other age group in each of the same activities. The results of these ratings are found in Tables 5 and 6.

The rating categories of "a lot," "some, but not a lot," "hardly any time at all," or "not sure," resulted in estimates of personal involvement in each activity, but not the exact number of hours spent in each activity.

Students said they spent a lot of their time going to school or studying;

Table 5

How Do People Age 9 to 11 Spend Their Time?
Estimates by Students (Age 9-11) and by
Senior Citizens (over age 60)

| Activity | Group making estimate: Students TIME ESTIMATES | | | | Senior Citizens TIME ESTIMATES | | | |
|---|---|---|---|---|---|---|---|---|
| | Hardly Any Time At All 1 | Some, But Not A Lot 2 | A Lot 3 | Not Sure | Hardly Any Time At All 1 | Some, But Not A Lot 2 | A Lot 3 | Not Sure |
| Visiting | 4% | 30% | 60% | 6% | 5% | 24% | 45% | 26% |
| Gardening | 35 | 35 | 18 | 12 | 41 | 15 | 2 | 43 |
| Reading | 12 | 43 | 40 | 5 | 9 | 46 | 24 | 21 |
| Watching TV | 4 | 25 | 68 | 3 | 2 | 15 | 72 | 11 |
| Sitting and Thinking | 27 | 38 | 24 | 11 | 36 | 17 | 7 | 40 |
| Caring for Family | 10 | 31 | 48 | 12 | 28 | 32 | 4 | 36 |
| Hobbies | 7 | 26 | 60 | 7 | 7 | 49 | 23 | 21 |
| School-Studying | 3 | 15 | 77 | 5 | 6 | 17 | 63 | 14 |
| Going for Walks | 33 | 44 | 18 | 6 | 21 | 37 | 15 | 28 |
| Clubs | 32 | 31 | 23 | 14 | 18 | 41 | 12 | 30 |
| Sleeping | 9 | 9 | 53 | 6 | 7 | 42 | 32 | 20 |
| Doing Nothing | 52 | 52 | 14 | 12 | 30 | 20 | 17 | 33 |
| Working | 24 | 24 | 30 | 7 | 30 | 34 | 5 | 32 |
| Helping Others | 14 | 14 | 44 | 7 | 28 | 34 | 2 | 35 |
| Playing Sports | 3 | 3 | 79 | 3 | 5 | 26 | 55 | 15 |

Note. The above activities, in the order listed, were placed on a separate page of the questionnaire. For students, the page title was, "How Do You Spend Your Time?" For senior citizens, the page title was, "How Do You Think People Age 9 to 11 Spend Their Time?" Then, to the right of each activity, respondents were asked to "place an X in one of the boxes" to indicate their estimate of time spent: "A lot," "Some, but not a lot," etc.

The number of respondents to each activity ranged from 520 to 528 for students and from 212 to 239 for senior citizens.

Table 6

How Do People Over Age Sixty Spend Their Time?
Estimates By Students (Age 9-11) and
Senior Citizens (Over Age 60)

| Activity | Group making estimate: Students — TIME ESTIMATES: Hardly Any Time At All 1 | Some, But Not A Lot 2 | A Lot 3 | Not Sure | Senior Citizens — TIME ESTIMATES: Hardly Any Time At All 1 | Some, But Not A Lot 2 | A Lot 3 | Not Sure |
|---|---|---|---|---|---|---|---|---|
| Visiting | 4% | 30% | 57% | 9% | 2% | 49% | 47% | 2% |
| Gardening | 11 | 32 | 47 | 11 | 24 | 47 | 27 | 2 |
| Reading | 12 | 34 | 40 | 13 | 6 | 45 | 46 | 2 |
| Watching TV | 24 | 45 | 21 | 10 | 12 | 61 | 26 | 1 |
| Sitting & Thinking | 10 | 29 | 47 | 15 | 35 | 43 | 13 | 9 |
| Caring for Family | 7 | 20 | 61 | 13 | 50 | 30 | 11 | 9 |
| Hobbies | 27 | 32 | 21 | 21 | 23 | 39 | 35 | 4 |
| School-Studying | 56 | 7 | 3 | 34 | 61 | 22 | 1 | 17 |
| Going for Walks | 13 | 38 | 43 | 7 | 18 | 65 | 17 | a |
| Clubs | 18 | 35 | 27 | 20 | 6 | 59 | 35 | 1 |
| Sleeping | 3 | 25 | 61 | 10 | 13 | 68 | 16 | 3 |
| Doing Nothing | 28 | 36 | 20 | 16 | 60 | 24 | 7 | 9 |
| Working | 34 | 25 | 15 | 26 | 64 | 18 | 3 | 15 |
| Helping Others | 17 | 27 | 31 | 25 | 19 | 51 | 23 | 7 |
| Playing Sports | 51 | 15 | 4 | 30 | 74 | 11 | 2 | 14 |

Note. The above activities, in the order listed, were placed on a separate page of the questionnaire. For senior citizens (99% were age 60 or over), the page title was, "How Do Do You Spend Your Time?" For students, the page title was, "How Do You Think People Over Age 60 Spend Their Time?" Then, to the right of each activity, respondents were asked to "place an X in one of the boxes' to indicate their estimate of time spent: "A lot," "Some, but not a lot," etc.

The number of respondents to each activity ranged from 524 to 529 for students and from 182 to 254 for senior citizens.

[a]less than 1%.

playing sports; watching TV; visiting or talking with friends; and participating in hobbies, art, music, and other creative activities. Students gave the highest average ratings to these five activities.

Students said they spent relatively little time doing nothing; gardening; going for walks; going to meetings of clubs; and sitting and thinking. The lowest average ratings were given to these five activities by students.

The greatest amount of time spent by seniors, according to their own estimates, was on visiting or talking with friends; reading; going to meetings of clubs; watching TV; and participating in hobbies and other creative activities. These activities received the five highest average ratings of time spent by seniors.

Senior citizens reported they spent relatively little time on playing sports, going to school, working for pay, doing nothing, and caring for family members. These activities received the lowest ratings of time spent from seniors.

Thus, students and seniors were similar in spending relatively greater amounts of their time visiting, watching TV, and engaging in hobbies. Neither group felt that it spent much time "just doing nothing." Students reported much time spent on school and sports participation, two activities to which senior citizens devoted relatively little time. Seniors reported much time spent in clubs, an activity given a relatively low rating by students.

These comparisons are relative. Student estimates of student time spent were higher than senior citizen's estimates of seniors time spent for eleven of the fifteen activities. More than half the students reported spending a lot of time on three activities: caring for family members (61%), sleeping (61%), and visiting friends (57%). For none of the 15 activities, did more than half of the seniors rate their own involvement as "a lot." Between a third and half of the seniors did, however, say they spent "a lot" of time visiting or talking with friends, reading, participating in hobbies and other creative activities, and going to meetings of clubs or organizations.

## DO CHILDREN KNOW HOW SENIOR CITIZENS SPEND THEIR TIME? DO SENIORS KNOW ABOUT CHILDREN?

Do senior citizens hold stereotyped views of youth? Do young people stereotype senior citizens? Without data on how people actually spend their time it is impossible to say. Comparisons could be made between how one group says it spends

its time and how another group says the first group spends its time, but both estimates could be highly inaccurate. People can delude themselves, and perceptions by others might be biased or uninformed. Only scientific observation would reveal unbiased estimate of the actual time spent, which would permit conclusions about stereotyping to be made. For nine of the fifteen activities listed in Tables 5 and 6, the estimates of time spent by the other age group agreed reasonably well with those of the group being rated. Both students and seniors, however, showed some differences in their perceptions of the way the other group spends its time.

The biggest discrepancies occurred for each age group's view of family participation. Students greatly "overestimated" the amount of time that senior citizens said they spent caring for members of their family. Senior citizens greatly "underestimated" the amount of time that students said they spend caring for family members.

Table 7 gives the average ratings made by seniors and students.

When rating seniors, students were more likely than the seniors themselves to say that people over age 60 spend a lot of time sitting and thinking, sleeping, or "just doing nothing." For example, 47% of students believed seniors spend "a lot" of time sitting and thinking, whereas only 13% of the seniors themselves reported they spend alot of time doing nothing. Students were also more likely than seniors to see people over age 60 as spending a lot of time caring for members of the family, gardening, or working.

When rating students, seniors were more likely than the students themselves to see young people as <u>not</u> helping other people for free, <u>not</u> caring for younger or older members of the family, <u>not</u> sitting and thinking, and <u>not</u> working for pay. For example, only 2% of the seniors believed that students spend "a lot" of time helping other people "for free," yet 44% of the students saw themselves as heavily involved in such work. Less than 10% of the seniors felt students spend a lot of time sitting and thinking, whereas 24% of the students themselves said they spend "a lot" of time in such reflection.

Many seniors were apparently unaware of the high average involvement students say they have in hobbies, art, music and other creative activities. Also, only 17% seniors believed students had at least "some" involvement in gardening and raising plants, whereas a majority (53%) of students rate themselves as spending "some" or "a lot" of time gardening.

Senior citizens appeared to be much less familiar with the activities of children aged 9-11 than were the children with people over age 60. At least, seniors

Table 7

Average (Mean) Ratings of Time Spent by Students and Senior Citizens on Various Activities as Estimated by Students (age 9-11) and Senior Citizens (Age 60 and over)

| | Student's Estimates of: | | Senior Citizen's Estimates of: | |
|---|---|---|---|---|
| Activity | Seniors | Students | Seniors | Students |
| Visiting | 2.6 | 2.6 | 2.5 | 2.5 |
| Gardening | 2.4 | 1.8 | 2.0 | 1.3 |
| Reading | 2.3 | 2.3 | 2.4 | 2.2 |
| Television | 2.0 | 2.7 | 2.1 | 2.8 |
| Sitting-Thinking | 2.4 | 2.0 | 1.8 | 1.5 |
| Caring for Family | 2.6 | 2.4 | 1.6 | 1.6 |
| Hobbies | 1.9 | 2.6 | 2.1 | 2.2 |
| School-Studying | 1.2 | 2.8 | 1.3 | 2.7 |
| Walking | 2.3 | 1.8 | 2.0 | 1.9 |
| Clubs | 2.1 | 1.9 | 2.3 | 1.9 |
| Sleeping | 2.6 | 2.5 | 2.0 | 2.3 |
| Nothing | 1.9 | 1.6 | 1.4 | 1.8 |
| Working | 1.7 | 2.1 | 1.3 | 1.6 |
| Helping Others | 2.2 | 2.3 | 2.0 | 1.6 |
| Sports | 1.3 | 2.8 | 1.2 | 2.6 |

Average ratings are based on a three-point response scale (1 = Hardly any time at all; 2 = Some, but not a lot; 3 = A lot) to the question, "How much time do you (or they) spend?" on each of the listed activities.

Minumum numbers were 520 for students' ratings and 182 for seniors' ratings.

were much less willing to make estimates of how the children spent their time. On the average, more than one-fourth of the senior citizens said they were more "not sure" how much time children spent on the various activities. About 7-8% of the children reported being not sure of how much time seniors spent.

It appears that senior citizens had little knowledge of childrens' time devoted to family, helping others, sitting and thinking, working, and gardening. Many seniors (32-43%) made no ratings of childrens' time spent on these activities and those who did rate them, seriously underestimated the amount of time that children said they spent on such activities.

## HOW DO CHILDREN DESCRIBE SENIOR CITIZENS?
## HOW DO SENIOR CITIZENS DESCRIBE CHILDREN?

"When you think about people age 9 to 11, what are the first 3 words you think of?" This question was asked of senior citizens in order to get their general perceptions of fifth graders. All participants also were asked to list the three words they thought of when their own age group was mentioned, and students responded to a similar question about senior citizens.

To prevent bias from other questions, these questions were asked at the very beginning of the questionnaire. Three numbered spaces were provided for responses so that the words would be reported separately rather than in phrases. A typical response was: 1. Young 2. Nice 3. Grandson.

Responses were sorted into categories of words that seemed to go together. All responses were then categorized into positive, negative, or neutral groups. For example, the word "ugly" would be categorized as a negative response in the Physical Appearance category. The word "smart" would be positive response in the category labeled "Intellect." Some words could not be classified as positive or negative responses (e.g., child, gray). These words were categorized as "Neutral" or "Undetermined" words. Table 8 shows the percentage of positive, negative, and neutral words which were assigned to each subject category.

Few respondents reported negative views of their own age group or of the other age group. This finding supports the previous finding that--children and senior citizens in this study tended to like people their own age as well as people much older (or younger). About 7% to 14% of all responses were identified as negative descriptions. From 44% to 63% of the words were classified as positive, and from 31% to 50% of the words could not be classified as positive or negative.

The highest percentage of positive words was used by students to describe

Table 8

The First Three Words Students and Senior Citizens Thought of When They Thought About Their Own and The Other Age Group

| Category | Examples of words in the category | Responses By: 529 Elementary Students | | 260 Senior Citizens | |
|---|---|---|---|---|---|
| | | Thinking of: Students | Thinking of: Senior Citizens | Thinking of: Students | Thinking of: Senior Citizens |
| **Positive** | | | | | |
| General | Nice, good, interesting | 20% | 22% | 14% | 9% |
| Emotions | Fun, happy, cheerful | 13 | 7 | 5 | 7 |
| Physical Activity | Active, spry, athletic, dancing | 10 | a | 9 | 2 |
| Health | Healthy, strong, alive | 1 | a | 0 | 1 |
| Intellect | Smart, bright, clever | 2 | 1 | 5 | 1 |
| Appearance | Beautiful, cute | 1 | a | 3 | a |
| Personal Traits | Friendly, helpful, kind | 16 | 14 | 10 | 24 |
| | All Positive Responses | 63% | 44% | 46% | 44% |
| **Negative** | | | | | |
| General | Mean | 5% | 4% | 1% | 1% |
| Emotions | Unhappy, sad, lonely | 0 | 4 | a | 2 |
| Physical Activity | Inactive, shakey, can't run | 0 | 2 | a | 1 |
| Health | Sick, tired, hunched | a | 3 | 0 | 2 |
| Personal Traits | Defensive, selfish, uncooperative | 2 | 1 | 5 | 3 |
| | All Negative Responses | 7% | 14% | 6% | 9% |
| **Neutral or Undetermined** | | | | | |
| Age | Young, old, child, senior citizen | 8% | 22% | 6% | 6% |
| Relatives | Grandfather, grandchild | 2 | 6 | 3 | a |
| Health | Health | a | 0 | 0 | 2 |
| Appearance | Bald, gray | 0 | 2 | 0 | 0 |
| Discipline | Manners, respect | a | a | 3 | a |
| Other | | 13 | 8 | 9 | 11 |
| No Response | | 8 | 6 | 29 | 31 |
| | All Neutral or Undetermined Responses | 31% | 44% | 50% | 50% |
| | ALL RESPONSES[b] | 100% | 100% | 100% | 100% |

Note. Entries in this table are the percent of times each word was used by each respondent group thinking about its own or the other age group. For example, upper elementary students (95% were age 9 to 11) were asked, "When you think about people over age 60, what are the first 3 words you think of?" Senior citizens in clubs (93% were age 60 or over) were asked, "When you think about people age 9 to 11, what are the first 3 words you think of?" Both groups were also asked, "When you think about people your own age, what are the first 3 words you think of?" Respondents were instructed to write their words in 3 numbered blanks below each question.

In several cases, respondents wrote all 3 words in a single blank; such answers were coded as if the respondent had written each word in a separate blank. Only the first 3 words in response to the question were coded. The complete list of coding categories and a detailed tabulation of responses are available from the senior author.

[a]Entry representing less than 1%, of respondents.

[b]Rounded percents for individual categories do not necessarily total 100.

children their own age. The percentage of positive words used by students to describe senior citizens was smaller, but about the same as the percentage used by senior citizens to describe senior citizens.

Of all the words used by students to describe people age 9 to 11, 63% were favorable. In describing senior citizens, 44% of the words used by students were favorable.

| | Students Describing: | | Senior Citizens Describing: | |
|---|---|---|---|---|
| | Children | Senior Citizens | Children | Senior Citizens |
| Positive Words | 63% | 44% | 46% | 44% |
| Negative Words | 7 | 14 | 6 | 9 |
| Neutral Words | 31 | 44 | 50 | 50 |

Most of the difference in students' descriptions of children their own age and senior citizens was due to different perceptions of Emotions, Physical Activity, and Health. Students saw their peers as happier, more physically active, and--although the difference here was small--healthier than senior citizens.

On the other hand, little difference occurred in students use of words in the categories of Personal Traits (such as kindness, friendliness), Intellect, or Physical Appearance.

Students used many more words describing Age and Relatives for seniors than they did for children, but these words, such as "old" or "grandfather" could not be categorized as positive or negative.

Words elicited from senior citizens agreed with the students that children were physically more active. Seniors also tended to use more positive words to describe the Intellect and Appearance of children than they did to describe other senior citizens, although the differences were small.

Contrary to student descriptions, senior citizens indicated no differences in their perceptions of the Emotions or Health of younger and older people and senior citizens clearly had a more positive view of their own age group's Personal Traits than they did of students.

Specific words most frequently used by students to describe their peers were: nice-(14%), friend or friendly-(9%), young or not old-(7%), fun-good time-enjoyment-(6%), mean-(4%), playful-play with-(4%), and happy or cheerful-(3%). For 8% of the response blanks, students provided no word describing themselves.

In describing senior citizens, students most frequently used: old-(20%),

nice-(19%), and grandparents-(5%). Six percent of the response blanks were not completed.

Words most frequently used by senior citizens to describe 9-11 year old children were: child-(4%), nice-(3%), interesting-(3%), and active-(3%). Twenty-nine percent (29%) of the response blanks were not completed.

Seniors, describing their peers, most frequently used words such as: friendly-(4%), cooperative-(4%), and happy-cheerful-(3%). Thirty-one percent (31%) of the responses were blank.

None of the words used by the 260 senior citizens and 529 students was a negative word describing a person's intellect!

## DISCUSSION

This study attempted to learn something about how elementary school children and senior citizens felt about each other! It explored the "accuracy" of perceptions held by each group. This information was collected in order to help improve school programs which involved children and senior citizens.

A comparison of intergenerational contacts in schools with active senior citizens programs showed no greater contacts than children and seniors had in schools without senior citizens' programs. Although it is easy to rationalize why there were no reported differences in the amount of intergenerational contact outside school, it is hard to understand why there were no differences in contacts during school hours.

It is possible that the self-reports of intergenerational contact were inaccurate, and that more scientific observation of actual contacts would reveal that the so-called high contact group actually did have more contacts than the low contact group. However, there is, at present, no evidence to support this possible explanation.

Another possible explanation is that the children were reacting to older teachers in the school as senior citizens. This possibility, however, would not explain why senior citizens ratings of contacts with children did not vary greatly across the high, moderate, and low contact groups.

On the face of it, it appears that the senior citizens in the school related programs simply did not have substantial contacts with the fifth grade children in this study. Since fifth grade was selected as a sample because of its purported involvement with the senior citizens programs it is likely that findings would have been similar if other similar grades, e.g., 4-6, had been selected.

## INTERGENERATIONAL CONTACTS AND LIKING

An increase in the number of contacts between students and senior citizens would not necessarily result in greater liking of seniors by students. In this study, students liking of seniors was not related to their frequency of contacts with them. Students who had a great deal of contact with senior citizens did not like senior citizens better or worse than students who had contact with seniors.

On the other hand, there was a relationship, albeit a modest one, between liking and frequency of contacts on the part of senior citizens. Seniors who had more frequent contacts with students also tended to indicate greater liking for them. This is probably a cause and effect relationship. Seniors who like children seek out associations with children more than seniors who do not. Senior citizens had more freedom than children in deciding to associate with another age group.

These findings suggest that the voluntary nature of senior citizens' programs involving children assures the involvement of seniors who like children, but the attitudes of children will be more or less determined by the quality of relationships which the children had with seniors prior to, as well as during, the programs. In most cases, children--at least those in this study--appear to have had very positive relationships.

## LIMITATIONS OF THE SAMPLE

The sample of students, in particular of seniors, in this study was clearly biased in obvious directions. The students represented a very narrow age range, from 9-11 years, in middle income neighborhoods in one school district in mid-America. Minority students were underrepresented in this sample, not only for the United States, but for the school district involved. The result of this biasing is such that we may be representing or describing attitudes of a relatively narrow range of citizens and possibly one that is favorably predisposed toward senior citizens.

The senior citizens' sample is most noticeably biased by being drawn largely from senior citizens' clubs. In all probability, most senior citizens in the nation do not belong to social organization of these types and thus selecting from these clubs precipitates a bias of people who are favorably disposed toward social contacts. Additionally, about 8 out of 10 senior citizens in this sample were female. This sample also represented the same kinds of neighborhoods from which the children were drawn and thus tended to overrepresent the middle income

range, from 9-11 years, in middle income neighborhoods in one school district in mid-America. Minority students were underrepresented in this sample, not only for the United States, but for the school district involved. The result of this biasing is such that we may be representing or describing attitudes of a relatively narrow range of citizens and possibly one that is favorably predisposed toward senior citizens.

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## RECOMMENDATIONS

This study suggests that intergenerational programs beneficial to students and senior citizens could be based on (1) Activities of mutual interest - some of which are unknown to the two groups and (2) sharing information about personal aspects of how the two groups spend their time.

Many elementary students and senior citizens share a high involvement in hobbies, art, music, and other creative activities. Many senior citizens were unaware of the considerable time students say they spend in these creative activities. Seniors were also generally unaware of the involvement of many students in gardening and raising plants. School programs may be developed to allow seniors and students to share their interests in various hobbies, artistic endeavors, and other leisure time activities. The new agricultural program at Dowling School may be a useful resource.

Many seniors, were not able to even guess how children spend their time. For example, about 35% had no idea how much time children spent caring for family members or helping others. Those people who did make estimates were inaccurate, according to the students reports. To a somewhat less degree, students also gave evidence of inaccurate perceptions of how seniors spend their time. Programs designed to share this kind of personal information may help dispel inaccuracies and prevent stereotyping.

## Appendix A

Questionnaire A for 5th Graders--People Age 9 to 11

(Questionnaire B for Senior Citizens--People Over Age 60--Can Be Derived Almost Completely by Substituting the Words "People Over Age 60" for the Questionnaire A Words "People Age 9 to 11.")

## HOW DO YOU FEEL ABOUT PEOPLE?

Do not write in the spaces below:

1. When you think about people over age 60, what are the first 3 words you think of? Write these 3 words in the blanks below:

   1. _____ (1-2) _____
   2. _____ (3-4) _____
   3. _____ (5-6) _____

2. When you think about people your own age, what are the first 3 words you think of? Write these 3 words in the blanks below:

   1. _____ (7-8) _____
   2. _____ (9-10) _____
   3. _____ (11-12) _____

3. How often do you meet and talk with people over age 60 during school hours?
   Mark an X in one of the boxes below to show your answer--

| Every day, or nearly every day | At least once a week | At least once a month | At least once a year | Never | |
|---|---|---|---|---|---|
| ☐ | ☐ | ☐ | ☐ | ☐ | (13) _____ |

4. How many different people over age 60 do you meet and talk with during school hours each month?
   Mark an X in one of the boxes below to show your answer--

| No people over age 60 | 1 or 2 people over age 60 | 3 or 4 people over age 60 | 5 to 20 people over age 60 | More than 20 people over age 60 | |
|---|---|---|---|---|---|
| ☐ | ☐ | ☐ | ☐ | ☐ | (14) _____ |

5. How often do you meet and talk with people over age 60 outside of school hours?
   Mark an X in one of the boxes below to show your answer--

| Every day, or nearly every day | At least once a week | At least once a month | At least once a year | Never | |
|---|---|---|---|---|---|
| ☐ | ☐ | ☐ | ☐ | ☐ | (15) _____ |

6. How many different people over age 60 do you meet and talk with outside of school hours each month?
   Mark an X in one of the boxes below to show your answer--

| No people over age 60 | 1 or 2 people over age 60 | 3 or 4 people over age 60 | 5 to 20 people over age 60 | More than 20 people over age 60 | |
|---|---|---|---|---|---|
| ☐ | ☐ | ☐ | ☐ | ☐ | (16) _____ |

7. Is one of the people you meet and talk with outside of school hours your grandmother or grandfather?

   Circle your answer: Yes No I don't meet and talk with people over age 60 outside of school hours. (17) _____

8. Do you live in the same house or apartment with your grandmother or grandfather?

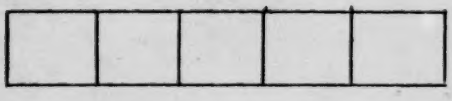
   Circle your answer: Yes No (18) _____

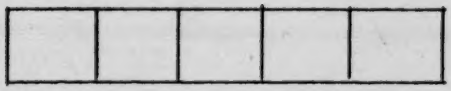
People Your Own Age

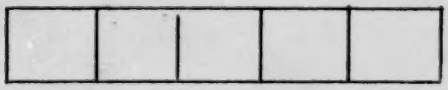
| | | | |
|---|---|---|---|
| 9. | Unfriendly | Friendly | (19) _____ |
| 10. | Helpful | Unhelpful | (20) _____ |
| 11. | Untrustworthy | Trustworthy | (21) _____ |
| 12. | Understanding | Not understanding | (22) _____ |
| 13. | Unpleasant | Pleasant | (23) _____ |
| 14. | Smart | Dumb | (24) _____ |
| 15. | Unimportant | Important | (25) _____ |

Do not write in the spaces below:

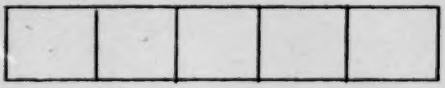
Do not write in the spaces below:

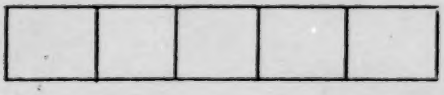
16. Unfriendly  Friendly (26)_____

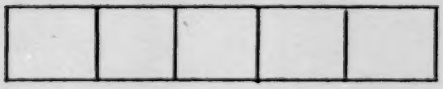
17. Helpful  Unhelpful (27)_____

18. Untrustworthy  Trustworthy (28)_____

19. Understanding Not understanding (29)_____

20. Unpleasant  Pleasant (30)_____

21. Smart  Dumb (31)_____

22. Unimportant  Important (32)_____

## HOW DO YOU SPEND YOUR TIME?



| Activity | How Much Time Do You Spend? (Place an X in one of the boxes) | | | | Do not write in the spaces below: |
|---|---|---|---|---|---|
| | A lot | Some, but not a lot | Hardly any time at all | Not sure | |
| 23. Visiting or talking with friends | ☐ | ☐ | ☐ | ☐ | (33)____ |
| 24. Gardening or raising plants | ☐ | ☐ | ☐ | ☐ | (34)____ |
| 25. Reading | ☐ | ☐ | ☐ | ☐ | (35)____ |
| 26. Watching television | ☐ | ☐ | ☐ | ☐ | (36)____ |
| 27. Sitting and thinking | ☐ | ☐ | ☐ | ☐ | (37)____ |
| 28. Caring for younger or older members of the family | ☐ | ☐ | ☐ | ☐ | (38)____ |
| 29. Participating in hobbies, art, music, and other creative activities | ☐ | ☐ | ☐ | ☐ | (39)____ |
| 30. Going to school or studying | ☐ | ☐ | ☐ | ☐ | (40)____ |
| 31. Going for walks | ☐ | ☐ | ☐ | ☐ | (41)____ |
| 32. Going to meetings of clubs or organizations | ☐ | ☐ | ☐ | ☐ | (42)____ |
| 33. Sleeping | ☐ | ☐ | ☐ | ☐ | (43)____ |
| 34. Just doing nothing | ☐ | ☐ | ☐ | ☐ | (44)____ |
| 35. Working for pay | ☐ | ☐ | ☐ | ☐ | (45)____ |
| 36. Helping other people for free (without getting paid) | ☐ | ☐ | ☐ | ☐ | (46)____ |
| 37. Playing sports, like swimming, golf, skating, baseball, or tennis | ☐ | ☐ | ☐ | ☐ | (47)____ |

## HOW DO YOU THINK PEOPLE OVER AGE 60 SPEND THEIR TIME?

5a

| Activity | How Much Time Do They Spend? | | | | Do not write in the spaces below: |
|---|---|---|---|---|---|
| | A lot | Some, but not a lot | Hardly any time at all | Not sure | |
| 38. Visiting or talking with friends | ☐ | ☐ | ☐ | ☐ | (48)____ |
| | Place an X in one of the boxes | | | | |
| 39. Gardening or raising plants | ☐ | ☐ | ☐ | ☐ | (49)____ |
| 40. Reading | ☐ | ☐ | ☐ | ☐ | (50)____ |
| 41. Watching television | ☐ | ☐ | ☐ | ☐ | (51)____ |
| 42. Sitting and thinking | ☐ | ☐ | ☐ | ☐ | (52)____ |
| 43. Caring for younger or older members of the family | ☐ | ☐ | ☐ | ☐ | (53)____ |
| 44. Participating in hobbies, art, music, and other creative activities | ☐ | ☐ | ☐ | ☐ | (54)____ |
| 45. Going to school or studying | ☐ | ☐ | ☐ | ☐ | (55)____ |
| 46. Going for walks | ☐ | ☐ | ☐ | ☐ | (56)____ |
| 47. Going to meetings of clubs or organizations | ☐ | ☐ | ☐ | ☐ | (57)____ |
| 48. Sleeping | ☐ | ☐ | ☐ | ☐ | (58)____ |
| 49. Just doing nothing | ☐ | ☐ | ☐ | ☐ | (59)____ |
| 50. Working for pay | ☐ | ☐ | ☐ | ☐ | (60)____ |
| 51. Helping other people for free (without getting paid) | ☐ | ☐ | ☐ | ☐ | (61)____ |
| 52. Playing sports, like swimming, golf, skating, baseball, or tennis | ☐ | ☐ | ☐ | ☐ | (62)____ |

Place an X in one of the boxes under each question to show how you feel--

53. I like people my own age--

| A lot | Somewhat | Very little | Not at all |
|---|---|---|---|
| ☐ | ☐ | ☐ | ☐ |

54. I like people over age 60--

| A lot | Somewhat | Very little | Not at all |
|---|---|---|---|
| ☐ | ☐ | ☐ | ☐ |

55. What is your sex? Circle your answer: boy girl

56. How old are you?
Mark an X in one of the boxes to show your answer--

| 8 | 9 | 10 | 11 | 12 |
|---|---|---|---|---|
| ☐ | ☐ | ☐ | ☐ | ☐ |

57. What is the name of your school? _____
write your answer in the blank

58. What grade are you in? Circle your answer: 4th 5th 6th I am not in a grade

59. Use the space below if you wish to make any comments:

Do not write in the spaces below:

(63)_____

(64)_____

(65)_____

(66)_____

(67-68)_____

(69)_____

(70)_____

(76-79)_____

(80) 1

Appendix B

**Correlations Among Intergenerational Contact, Intergenerational Liking, and Average Favorableness Toward Other Age Group**

| Variable | Variable | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 |
| 1. Degree of intergenerational contact for respondent's group, as assumed by original research design (1=None, 2=Low, 3=Moderate) | -- | .00 | +.08 | -.06 | -.01 | +.01 | -.09* | .00 | -.02 |
| 2. "How often do you meet and talk with" [other age group] "during school hours?" (1=Never, to 5=Every day, or nearly every day) | +.02 | -- | +.52* | +.29* | +.15* | -.01 | -.05 | -.01 | +.05 |
| 3. "How many different people" [from other age group] "do you meet and talk with during school hours each month?" (1=No people..., to 5=More than 20 people...) | +.03 | +.33* | -- | +.20* | +.31* | -.06 | -.05 | .00 | .00 |
| 4. "How often do you meet and talk with" [other age group] "outside of school hours?" (1=Never, to 5=Every day, or nearly every day) | +.08 | +.45* | +.24* | -- | +.47* | +.15* | +.13* | +.13* | +.13* |
| 5. "How many different people" [from other age group] "do you meet and talk with outside of school hours each month?" (1=No people..., to 5=More than 20 people...) | +.09 | +.32* | +.40* | +.48* | -- | +.11* | +.06 | +.12* | +.10* |
| 6. "Is one of the people you meet and talk with outside of school hours your" [granddaughter or grandson; grandfather or grandmother] (1=No, 2=Yes) | -.03 | +.09 | +.19* | +.12 | +.17* | -- | +.13* | +.09* | +.12* |
| 7. "Do you live in the same house or apartment with your" [granddaughter or grandson; grandfather or grandmother]? (1=No, 2=Yes) | -.12 | +.17* | +.07 | +.18* | +.26* | +.19* | -- | -.01 | +.01 |
| 8. "I like people" [from other age group]-- (1=Not at all, to 4=A lot) | +.09 | +.27* | +.16* | +.35* | +.25* | +.18* | +.09 | -- | +.45* |
| 9. Average favorableness toward other age group based on ratings on 7 characteristics (5-point bipolar scales for each characteristic) | +.02 | +.09 | +.08 | +.24* | +.14* | +.20* | +.01 | +.39* | -- |

Students (age 9 to 11)

Senior citizens (over age 60)

Note. Entries above the diagonal represent Pearson r correlations for those respondents among the 529 students (age 9 to 11) with data on both variables; entries below the diagonal represent correlations for those respondents among the 260 senior citizens (over age 60) with complete data on both variables. For students, all correlations were based on at least 492 respondents; for senior citizens, all correlations were based on at least 188 respondents. Variable 6 had a third response alternative, used by small numbers of respondents: "I don't meet and talk with people over age 60 outside of school hours." People using this response were not included in bivariate correlational analyses involving Variable 6.)

*$p < .05$, 2-tailed.